



## Indiana Department of Education

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

### ***Monthly Performance Report for Schools, Lead Partners and TSO***

*Federal funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As a school or school partner working towards swift and sustainable improvement you are required to submit a monthly update to the IDOE Outreach Office for School Improvement and the State Board of Education.*

*The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.*

*The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoE (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at [www.doe.in.gov](http://www.doe.in.gov). Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.*

*Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.*

***Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.***

#### ***Readiness to Learn***

- 1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards*
- 2. School Environment: Creation of a school climate that is safe and disciplined.*
- 3. Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports*
- 4. Family & Community Involvement: School provides a mechanism for engaging family and community*

### **Readiness to Teach**

5. *Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple opportunities of professional development.*
6. *Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.*
7. *Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.*

### **Readiness to Act**

8. *Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.*
9. *Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration*

### **Directions for Report Completion and Submission Expectations:**

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to [Rmcknight@doe.in.gov](mailto:Rmcknight@doe.in.gov) and [lbaugh@doe.in.gov](mailto:lbaugh@doe.in.gov). If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

#### **Core Question 1: Is the educational program a success?**

This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication "performance indicators." The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

#### **Core Question 2: Is the school providing appropriate conditions for success?**

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate \*see SIP goal #\_\_\_" within column 1 if this exists.

#### **Core Questions 3: Is the organization effective and well run?**

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate \*see SIP goal #\_\_\_" within column 1 if this exists.

#### **Core Question 4: Is the organization in sound fiscal health?**

To be answered by TSO partners only

Core Question 1: Is the educational program a success? *School Specific Indicators-these will be different for all schools and updated annually.					
School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 1a: Continue School-Wide PD to Improve Instruction	Delivery of Professional Learning Activities each Wednesday through PDs	School 2x per month Scholastic 2x per month	4 times per month	PD written by admin and ILT-delivered 4x/month by faculty: focus Acuity C areas of need, Test taking strategies and Engagement for Block scheduling	
Goal 1b: Implementation of high impact strategies in Literacy	Current Jan Data: Engagement: 1.92 Comprehension: 1.87 Writing: 1.98 Diff. Instruction: 1.92	Baseline August Data: Engagement (avg) 1.65 Comprehension (avg) 1.87 Writing (avg) 1.72 Diff. Instruction (avg) 1.65  Overall Average: 1.72	1.0 Increase Next data available May 2014	PD and PLC sessions designed to look at Acuity data and establish plan to differentiate.	
	Average Post-Test score: 79%	Average Pre-test score: 67%	Increase of 25 points	Use SU as part of RISE alignment-review resources to support teacher performance in PLCs and PD	

Blue: Indicates Building Input    Red: Indicates Scholastic Achievement Partners (SAP) input

<p><b>Goal 2: Provide academic interventions for students in math and reading</b></p>	<p>Read 180: A. Achieve 15 minutes of average software usage per student per day (this number represents the average daily time a student spends on instructional software and is the target amount of time that students should be on software in the READ 180 blended learning model)</p> <p>B. Achieve 85% of students who grow Lexile level 50 points or greater</p> <p>C. Achieve "proficient" levels of implementation fidelity for all teachers participating in project as measured by the Scholastic Implementation Fidelity Reporting System for READ 180 (IFRS)</p>	<p><b>Baseline: 13 minutes per day</b> <b>Current: 18 minutes per day- 5 minute average increase</b></p> <p>2012-2013 EOY data: 70% students made gains of 50 Lexiles or greater</p> <p>2012-2013 EOY data: 80 % proficient</p>	<p>15 minutes per day</p> <p>85% of students will grow 50 Lexile points or greater</p> <p>Achieve 'Proficient' levels of implementation in all Read 180 classrooms</p>	<p><b>Continue with classroom coaching</b></p>	
	<p>Math 180 Achieve 85% of students who grow Quantile level 50 points or greater</p>	<p><b>Testing 10/22-10/24. Begin program 11/4.</b></p> <p><b>Current usage: 19 minutes per day (target 16-20 min/day)</b></p>	<p>Achieve 85% of students who grow Quantile level 50 points or greater</p>	<p><b>Add new M180 classes based on student SMI scores (in progress)</b></p>	

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<b>Goal 3: Deepen Building-wide Leadership Capacity</b>	Development of school wide PLCs driven by the Instructional Leadership Team	ILT meets 2x per month Facilitate 4 PLCs each month	<b>completed</b>	<b>MS PLCs focus on Acuity data HS PLC focus on corrective instruction</b>	
	Achieve 100% completion of all Individual Growth Plans for Teacher Leaders	100% ILT members to have individualized growth plan 100% of ILT members will have implemented IGP	<b>Completed</b>		
	Using data to set targets for sub groups, placement in Success Period, interventions	Sub Groups: Success: Student Placement 100% by August		<b>. Acuity C data being used by MS teachers to focus on those areas prior to the second round of ISTEP testing. Success period focus: Test Taking Strategies HS focus on corrective instruction</b>	

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Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators						
	Date	Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment*	3/25/2014	<b>Disaggregated Enrollment Data by Grade Levels</b>  6 <sup>th</sup> = 107 7 <sup>th</sup> = 192 8 <sup>th</sup> = 138 9 <sup>th</sup> = 155 10 <sup>th</sup> = 127 11 <sup>th</sup> = 119 12 <sup>th</sup> = 108 Special Education = 21  <b>TOTAL = 946</b>	<b>Enrollment fluctuations</b>  <b>Magnet policy changes were modified requiring accommodation for more students.</b>  <b>Students have been placed in alternative education programs, either for behavior or academics</b>	<b>BRMHS Magnet Fair Recruitment Success.</b>  <b>Project Outreach to parents involving Social Workers and Parent Liaisons.</b>  <b>Pre-Registration Kick-off for parents at BRMHS.</b>  <b>Targeted recruitment strategy by Magnet Coordinator in elementary and middle schools.</b>	<b>Continuous Monitoring and Support</b>  <b>Enhance audition, recruitment process</b>  <b>Relax audition process with incoming 6<sup>th</sup> grade students</b>	Student Enrollment*
Student Attendance*	3/25/2014	<b>**MS Enrollment 8/5/13 was 447; enrollment on 3/25/14 is 437</b>  <b>**HS Enrollment 8/5/13 was 508; enrollment on 3/25/14 is 509</b>	<b>Withdrawals = 68 (Based on relocation to another city and/or no-shows)</b>  <b>Dropouts = 0</b>	<b>Reach Out Initiative to parents by teachers; social workers (home visits) and parent liaisons support.</b>  <b>Student Resources provided where needed.</b>  <b>High-Interest, diverse classes offered to students.</b>	<b>Continuous Monitoring and Support</b>	Student Attendance*

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				Encouraged peer-to-peer support within programs of study.		
Student Suspensions* [Arthur Dumas]	3/24/2014 717	<ul style="list-style-type: none"> <li>Behavior: ( 24 )</li> <li>Drugs: (0)</li> <li>Attendance: (0 )</li> <li>Other (explain): (2) Unlawful activity</li> <li>Battery (0)</li> </ul> <p><u>Disaggregated Data</u> Gender: (11) boy; (13) female Caucasian: (1 ) African-American: (23 ) Hispanic: ( 0 ) Biracial: (0 )</p> <ul style="list-style-type: none"> <li>Behavior: (32)</li> <li>Drugs: (0)</li> <li>Attendance: (0 )</li> <li>Other (explain): (0)</li> <li>Battery (0)</li> </ul> <p><u>Disaggregated Data</u> Gender: (12) boy; (20) female Caucasian: (1) African-American: (21) Hispanic: ( 1 ) Biracial: (1)</p>	617	<p>The greatest challenges facing the HS are the number of student skipping classes.</p> <p>The greatest challenge facing the MS is student insubordination.</p>	<p>Student are making a greater effort to get to class on time</p> <p>A stronger administrative presence in the hallways</p>	<p>The next step is to increase the number of hall sweeps. This will slow down the numbers of students tardy or skipping classes.</p>

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Student Expulsions* [Arthur Dumas]	3/24/2014 717	<ul style="list-style-type: none"> <li>Behavior: (1 )</li> <li>Drugs: (0 )</li> <li>Attendance: (0 )</li> <li>Other (explain)(2) Unlawful activity</li> <li>Weapons: (0 )</li> </ul> <p><u>Disaggregated Data</u>  Gender: ( 2 ) boy;  ( 1 ) female  Caucasian: (0 )  African-American: ( 2 )  Hispanic: ( 1 )</p>				
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\*Please attach data reports for each of the categories listed above, include disaggregated data when possible.

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Core Question 3: Is the organization effective and well-run? *Common School Indicators						
	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Staff Attendance	3/25/2014	<p>Total Staff: 132</p> <p>Attendance Range: 92.2-100%</p> <p>(Avg. staff attendance is 97.95%)</p>	<p>Lack of substitute teacher availability through IPS.</p> <p>Subs are often unfamiliar with subject-matter presented in lesson plans; ie....music composition, physics, etc.</p> <p>Subs periodically arrive after the start of the school day</p>	<p>Recognition Certificates</p> <p>Acknowledgement from leadership.</p> <p>End-of-year celebrations for various attendance levels which may include stipends.</p> <p>Teacher of the Week</p> <p>Rocket Booster recognition (personalized postcard placed in teacher mailbox along with a Rocket lapel pin)</p>	<p>Consider a full-time, permanent building sub.</p> <p>Videotaped lesson plans for class review that can be facilitated by substitute teacher.</p>	
Staff Retention	3/25/2014	<ul style="list-style-type: none"> <li>• New Hires: ( 2 )</li> <li>• Resignations: ( 0 )</li> <li>• Terminations: ( 0 )</li> <li>• Retirements: (1)</li> </ul>	<p>NH = 12</p> <p>Res/Term = 21</p> <p>Amounts are inclusive of staff that has been relocated to other IPS schools based on district modifications and are approximate.</p>	<p>Provisions for critical staff personnel were met utilizing funds in the Turnaround Grant.</p> <p>BRMHS continues to be one of the most desirable schools within the IPS school district to work.</p>	<p>Continual Support of Resources Anticipated</p>	

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Professional Development Opportunities	3/25/2014	<ul style="list-style-type: none"> <li>• <b>Target Audience: All certified teachers</b></li> <li>• <b>Staff Participation %: 98%</b></li> </ul>		<p>Teachers comment that the PD sessions are much better than last school year</p> <p>Groups meet weekly in PLC (by team or content area)</p>	All faculty participates in weekly PD sessions led by building Instructional Coach and SAP	
<b>Administrative Support of Instruction</b>  Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation	3/25/2014	Admin team to conduct 15 classroom observations/walk-throughs per week. Collect data on strategies used. Collaborate with Instructional Coaches (building and SAP) to support teachers.	<p>All admin team members available at one time</p> <p>Teacher reluctance</p>	<p>Noting high levels of student engagement in about ¾ of classrooms visited</p> <p>More evidence of hi-level engagement, especially in the high school</p> <p>Teachers encouraged to attend professional development opportunities held at district level</p>		

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Core Question 4: Is the organization in sound fiscal health? TSO operators only						
	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Enrollment Variance						
February Count Day Enrollment Variance						
Financial Audit Findings						

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